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ABSTRACT

This study guide is designed for individuals preparing to take the Georgia Teacher Competency Test (TCT) in Special Education: Professional Knowledge. The three categories covered by the test are learning disabilities, behavior disorders, and special education. A description of the test format is provided, and suggestions are made for taking the test. Suggestions are also made for developing study groups in a local school system or region. Readings and media resources are provided for use in reviewing for the objective groups in the test. Currently identified "Low Correct Response" competency objectives are listed. References are included, as well as a guide to members of the Georgia Learning Resource System/Child Service Centers. Subject areas covered in the test include: (1) population identificaton, assessment, and diagnosis; (2) normal development and learning theory; (3) instructional strategies; (4) instructional materials; (5) administrative alternatives; and (6) special education ancillary services. (JD)

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STUDY GUIDE FOR TCT IN SPECIAL EDUCATION: PROFESSIONAL KNOWLEDGE

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National Evaluation Systems, Inc., has prepared for distribution by the Georgia Department of Education the set of content objectives found in this Study Guide. These objectives have been verified as important content requirements for initial certification. Not all of the listed objectives have had test items written for them. The selected objectives have not been identified. All objectives which appear here are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests (TCT) was begun in November 1976, an Ad Hoc Committee composed of Georgia educators was appointed to work with NES on each TCT. The function of these Ad Hoc Committees was to review all NES-generated materials with a goal of making the materials more reflective of Georgia education needs. The first step in the test development process was that of content domain specification. Educators identified all content knowledge that an applicant would need to know to function effectively in a Georgia school. This content was further defined into content objectives, which were sent to currently practicing Georgia educators for verification. These educators provided actual ratings of the "job-relatedness" of the content objectives. At that point, it was possible to identify, from the original domain specification, the extent of essentiality of specific content skills for successful performance on the job. Test items were written for the most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content required of an applicant for certification in this field. Further, the statement of these objectives should assist in preparing for the criterion-reference content knowledge test. We encourage applicants to study these materials, which will enhance their understanding of the content field and alleviate any unnecessary concerns about the nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education.

If you have questions or desire further information, contact:

Performance-Based Certification
Division of Staff Development
1858 Twin Towers East
Atlanta, Georgia 30334
(404) 656-2556

Georgia Department of Education

Charles McDaniel, State Superintendent of Schools

The Georgia Department of Education wishes to express its appreciation to the group of Georgia educators listed below who volunteered their time and expertise to develop this Study Guide.

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June, 1983
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Study Guide for the Georgia Teacher Competency Test in Special Education: Professional Knowledge (16)

INTRODUCTION

The purpose of the TCT Study Guide in the area of Special Education: Professional Knowledge is to provide:

1. A description of the test format and some suggestions for taking the test;
2. Suggestions for developing study groups in your local school system or region;
3. Readings and media resources to review for the objective groupings within the areas of the TCT;
4. A listing of currently identified "Low Correct Response" competency objectives within the TCT; and
5. A rank ordered list of the twelve groupings within the TCT subareas by the relative number of test items included in each grouping.

For whom is the Special Education: Professional Knowledge TCT intended?

The TCT in Special Education: Professional Knowledge is the criterion-referenced test taken by teachers seeking certification in the area of Learning Disabilities, Behavior Disorders and Special Education Interrelated. Since teachers being certified for Special Education Interrelated are approved for teaching Mildly Mentally Retarded as well as Learning Disabilities and Behavior Disorders Resource Programs, all three categories of exceptionality are covered on the Special Education: Professional Knowledge TCT.

TAKING THE TEST

Time of Arrival

The announced time for the test is the time the doors will be opened to the testing center. Should the weather conditions be uncomfortable, try to arrive near the time access to the testing facility is possible.

How to Dress

Wear comfortable clothing. Wear something with pockets if you should have the need for kleenex, cough drops, etc. Purses go under the desk and only the test materials will be permitted on the desk.

Rest Breaks

You can leave for breaks as often as necessary. During the initial directions for taking the test, an announcement will be made as to the procedures to follow in asking to take a break.

The Test

1. The TCT items are multiple choice with four possible answers.
2. Many of the questions contain a long stem consisting of several paragraphs. There are often only two or three questions per page.
3. With many long questions, you may find it helpful to underline key words or phrases in the stem to aid or assist in selecting the correct answer. (It is permissable to write or make marks in your test booklet. These booklets are used only once.)
4. Some of the questions direct you to choose a response that is "least" or "not" appropriate. These questions present a greater challenge for some examinees. When dealing with these questions, you will need to pick

the most desirable answer, then the next most desirable, etc. until you eliminate all but the "least" or "not" appropriate answer.

5. There are no penalities for guessing. When unsure of an answer, eliminate all possibilities you can and then select from those remaining.

6. You are given 3 1/2 hours of actual test time and you may request up to an additional hour if needed.

7. Not all the subareas have the same number of test questions. In order to pass the TCT, you do not have to pass each subarea. Your test score is determined by the overall number of correct answers on the test (See page 9, for a rank ordering of the objective groupings of the test, with the groupings having the largest number of items listed first and the least number of items listed last).

8. If you need additional assistance in test taking and/or dealing with test anxiety, please seek help through a college or university counseling center or refer to the list of test taking/anxiety references that follow:

Flippo, R. F. Testwiseness. Rehoboth, MA: Twin Oaks Publishing, 1983.

Millman, J. & Pauk, W. How to Take Tests. New York: McGraw-Hill, 1969.

Pauk, W. How to Study in College (2nd edition). Boston: Houghton Mifflin, 1974.

Preston, R. C. , & Botel, M. How to Study. Chicago: SRA, 1975.

Raygor, A. L. & Wark, D. M. Systems for Study. New York: McGraw-Hill, 1970.

SUMMARY OF OBJECTIVES WITH LOW CORRECT RESPONSES TO ITEMS

The following is a summary of the objectives which have had the lowest correct responses to their items. This information is based on statewide results. Objectives included in this summary had a correct response rate of less than a standard score of 70 for the items which measure that particular objective.

Content Area - Special Education
(Professional Knowledge)

Population Identification
Average: 70 (N=4008)*

Average Score	Objective
68	Identify the characteristics of the Visually Handicapped.
68	Identify the characteristics of the Speech Handicapped.
65	Analyze the relationship between environmental factors and educational progress.

Assessment
Average: 66 (N=5010)*

Average Score	Objective
63	Identify due process procedures required by law in the identification, referral, evaluation, and placement of students with special needs.
30	Define the term reliability as it applies to tests, and explain how it affects the interpretation of test results.
69	Explain the purpose of screening tests.
57	Distinguish between group tests and individual tests.

*N is equal to the number of items times the number of examinees.

Normal Development
Average: 72 (N=3674)*

Average Score	Objective
58	Be able to determine whether or not the student recognizes a sound.
64	Assess the student's ability to respond verbally to auditory stimuli in the classroom and in daily living.

Diagnosis
Average: 62 (N=2672)*

Average Score	Objective
63	Understand how to assess, define, and apply knowledge of a student's general intellectual level.
57	Identify academic achievement levels.
51	Identify significant discrepancies between comprehension and expression.

Administrative Alternatives
Average: 70 (N=3006)*

Average Score	Objective
58	Demonstrate an understanding of the conditions which indicate that a preschool or school-age child should be placed in a regular class.
65	Demonstrate an understanding of the conditions which indicate that an adolescent or adult should be placed in a program of vocational training.

Task Analysis
Average: 72 (N=3340)*

Average Score	Objective
68	Be able to sequence the components of a task.
68	Be able to analyze a task into its component parts according to their levels of difficulty.

*N is equal to the number of items times the number of examinees.

Teaching Strategies
Average: 74 (N=7014)*

Average Score	Objective
52	Analyze individual learning styles and provide effective group instruction according to the identified styles.
62	Identify teaching strategies designed to move a learner from dependence to independence, (e.g., demonstration, assistance, verbal instruction).
69	Be able to apply the principles of contingency management in the classroom.

Learning Theory
Average: 64 (N=4008)*

Average Score	Objective
60	Understand that the reinforcing value of secondary reinforcers is learned through association with known reinforcers (either primary or secondary reinforcers).
66	Understand those variables which influence the storage (quality, clarity, and cues), rehearsal (once assimilated) and retrieval (recall, association) of information.
42	Understand the conditions under which consequent events function as primary reinforcers and know the limitations of their use in an educational setting.

Instructional Materials
Average: 63 (N=4676)*

Average Score	Objective
55	Given the learning characteristics of special needs students, select and evaluate workbook materials.
63	Given the learning characteristics of special needs students, select and evaluate appropriate textbook materials.
59	Evaluate instructional material in terms of its relevance to various types of special needs students.

*N is equal to the number of items times the number of examinees.

44	Demonstrate an understanding of the construction and use of tapes as instructional materials.
57	Demonstrate an understanding of the construction and use of games and puzzles as instructional materials.
64	Given instructional material indicate the instructional level for which it is best suited.
61	Identify and know how to operate equipment which can be used as or with instructional materials.

Basic Knowledge
Average: 69 (N=7682)*

Average Score	Objective
60	Identify Math readiness skills and indicate teaching strategies appropriate to the development of each.
62	Given the necessary data, design an individual education program and explain its relationship to regular education.
68	Explain ways of developing social skills, i.e. (1) accepting authority, (2) cooperation, (3) good peer relations.
69	Identify effective teaching strategies for developing the ability to use Math skills in problem solving.
64	Identify teaching strategies appropriate to the development of number concepts.
63	Identify teaching strategies appropriate for the development of the following aspects of responsibility: (1) self-concept, (2) decision-making, (3) autonomy, (4) moral behavior.

Ancillary Service
Average: 65 (N=2004)*

Average Score	Objective
60	Understand how in-service training to regular staff in the principles and methods of special education can benefit the school as a whole.

*N is equal to the number of items times the number of examinees.

62	Know the variety of community resources (e.g., information sources, advocacy groups, group homes) that can benefit students both before and after they have been graduated from school.

Interpersonal Communication
Average: 71 (N=3006)*

Average Score	Objective
69	Know how a teacher can modify her/his feedback in response to the specific needs of the student.
64	Recognize the appropriate use of immediate and delayed feedback.

*N is equal to the number of items times the number of examinees

NUMBER OF QUESTIONS INCLUDED FROM EACH OBJECTIVE GROUPING

The objective groupings are listed below according to the number of questions each has represented on the test. For example, the subarea, "Basic Knowledge," is listed first because it has the largest number of questions. "Ancillary Service" is listed last because it has the fewest number of test questions. The asterisk(s) by each grouping also provides information regarding the approximate number of questions asked in each area.

**Basic Knowledge
**Teaching Strategies
**Assessment
*Instructional Materials
*Population Identification (1)
*Learning Theory (1)
*Normal Development
*Task Analysis
*Administrative Alternatives (2)
*Interpersonal Communication (2)
*Diagnosis
*Ancillary Service

(1) These groupings contain the same number of questions.
(2) These groupings contain the same number of questions.

*(10 or less questions)

**(11 to 20 questions)

USE OF THE STUDY REFERENCES

A list of numbered references follows this section of the STUDY GUIDE. The number is used to identify the appropriate reference for each of the TCT Objectives found on pages 19-32.

In some cases, specific references are listed for specific objectives and in other cases a general reference list is provided at the end of each grouping of objectives. The general references listed at the end of each objective grouping are usually broad enough to cover the entire set of objectives.

For POPULATION IDENTIFICATION and the Objective, "Identify the Characteristics of the Learning Disabled," you will find four (4) references provided. Reference No. 18, pp. 365-375, is to the text by Kirk and Gallagher (1983), Educating Exceptional Children, 4th edition. Reference No. 4 is to Blackhurst and Berdine (1981), An Introduction to Special Education. Reference No. 8 is to Georgia Department of Education (1982), Special Education: Regulations and Procedures. And Reference No. 10 is to Hallahan and Kauffman (1982), Exceptional Children: Introduction to Special Education.

A list of numbers is also provided at the bottom of the POPULATION IDENTIFICATION objective. These are additional

resources for the total set of objectives listed in this grouping.

WHERE TO FIND THE STUDY RESOURCES

Many school systems, regional organizations and college/universities are already offering reading materials related to the objectives found on the Professional Knowledge TCT.

For specific reference materials listed on the following pages, please contact your local college/university or GLRS/Child Serve Center which serves your area.

The GLRS/Child Serve Centers maintain a library of professional-use materials (as well as child-use materials) and will have these resources or equivalent referenced materials available. For a list of GLRS/Child Serve centers, directors, and phone numbers, please see pages 16-18.

REFERENCES

1. Alberto, P. A. & Troutman, A. C. Applied Behavior Analysis for Teachers. Columbus, Ohio: Charles E. Merrill Publishing Company, 1982.

2. Basile-Jackson, J. The Exceptional Child in the Regular Classroom. Augusta, Georgia: East Georgia Center, Georgia Learning Resource System, 1982.

3. Bateman, B. Essentials of Teaching. San Rafael, California: Dimensions Publishing Company, 1969.

4. Blackhurst, A. E. & Berdine, W. H. An Introduction to Special Education. Boston: Little, Brown and Company, 1981.

5. Blake, K. The Mentally Retarded: An Educational Psychology. Englewood Cliffs, N. J., 1976.

6. Charles, C. M. & Malian, I. M. The Special Student. St. Louis, Missouri: Mosby Publishing Company, 1980.

7. Collins, E. Project STRETCH (strategies to train regular educators to teach children with handicaps), Northbrook, IL: Hubbard, 1980.

8. Georgia Department of Education. Special Education: Regulations and Procedures. Atlanta, GA: Georgia Department of Education, 1982.

9. Geren, K. Complete Special Education Handbook. West Nyack, N. Y.: Parker Publishing Company, Inc., 1983.

10. Hallahan, D. P. & Kauffman, J. M. Exceptional Children: Introduction to Special Education, 2nd edition. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1982.

11. Hammill, D. D. & Bartel, N. Teaching Children With Learning and Behavior Problems, 2nd edition. Boston: Allyn and Bacon, 1978.

12. Haring, N. G. & Bateman, B. Teaching the Learning Disabled. Englewood Cliffs, N. J.: Prentice Hall, Inc., 1977.

13. Howe, C. E. Administration of Special Education. Denver, Colorado: Love Publishing Company, 1981.

14. Johnson, D. W. Human Relations and Your Career: A Guide to Interpersonal Skills. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1978.

15. Johnson, S. W. & Morasky, R. L. Learning Disabilities. Boston: Allyn and Bacon, 1977.

16. Jones, V. F. & Jones, L. S. Responsible Classroom Discipline. Boston: Allyn and Bacon, 1981.

17. Kerr, M. M. & Nelson, C. M. Strategies for Managing Behavior Problems in the Classroom. Columbus, Ohio: Charles E. Merrill Publishing Company, 1983.

18. Kirk, S. A. & Gallagher, J. J. Educating Exceptional Children, 4th edition. Boston: Houghton Mifflin Company, 1983.

19. Kohfeldt, J. Blue Prints for Construction. Focus on Exceptional Children, 1976, 8(5), 1-14.

20. Lambie, R. A. A systematic approach for changing materials, instruction and assignments to meet individual needs. Focus on Exceptional Children, 1980, 13(1), 1-12.

21. Larsen, S. C. & Poplin, M. S. Methods for Educating the Handicapped: An Individualized Education Program Approach. Boston: Allyn and Bacon, 1980.

22. Long, N. J., Morse, W. C. & Newman, R.G. Conflict in the Classroom, 2nd edition. Belmont, California: Wadsworth Publishing Company, 1980.

23. McDowell, R. L. Adamson, G. W. & Wood, F. H. Teaching Emotionally Disturbed Children. Boston: Little, Brown and Company, 1982.

24. Morris, C. G. Psychology: An Introduction. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1982.

25. Ray, H. W. Media for the Exceptional Child. In E. L. Meyen, G. A. Vergason & R. J. Whelan (Eds.), Strategies for Teaching Exceptional Children. Denver: Love Publishing Company, 1972. Pp. 330-348.

26. Schubert, D. G. Your Teaching Twin--The Tape Recorder. Reading Improvement, Vol. 15, No. 1, Pp. 78-80. Delwyn, 1978.

27. Smith, C. R. Learning Disabilities. Boston: Little, Brown and Company, 1983.

28. Thiagarajan, S. Designing instructional games for handicapped learners. Focus on Exceptional Children, 1976, 7(9), 1-11.

29. Wiig, E. H. & Semel, E. M. Language Assessment and Intervention for the Learning Disabled. Columbus, Ohio: Charles E. Merrill Publishing Company, 1980.

30. Ysseldyke, J. E. & Salvia, J. Assessment in Remedial and Special Education, 2nd edition. Boston: Houghton Mifflin, 1981.

PARTICIPATION IN STUDY GROUPS

Group Participation in Preparing for the TCT

Local or regional study groups have proven to be beneficial in providing a structure to review the TCT objectives. If you are interested in becoming a part of a study group, contact your local special education administrator, personnel director, or regional Georgia Learning Resource System (GLRS)/Child Serve Center. These individuals may be able to refer you to persons in your area who have organized study groups in the past.

Preparation for Participation

When participating in a study group, it is recommended that you collect all textbooks, notes, and resource manuals that have been used in your college classes to share with the other group members. The resource materials listed in this study guide should be available in your regional Georgia Learning Resource System/Child Serve Center. In addition, Georgia Education Department publications such as the Regulations and Procedures for Special Education in Georgia should be available in each local school system and is an important source of information in preparing to take the TCT.

GLRS/Child Serve Directory

For Reference Materials in the Study Guide and Information Available on Study Groups, contact your local GLRS/Child Serve Director listed on the following page(s).

GLRS/CHILD SERVE STATEWIDE NETWORK

Mrs. Katheryn B. Bush
Georgia Department of Education
State Coordinator, GLRS/Child Serve
Georgia Department of Education
Program for Exceptional Children
Twin Towers East
19th Floor
Atlanta, GA 30334

Coastal Area Center, GLRS	Mrs. Nell Veale
Armstrong State College	GLRS Director
Room 109, Victor Hall	
111935 Abercom Street	Ms. Ann Considine
Savannah, GA 31406	Child Serve Director
(912) 927-5239	
East Central Center, GLRS	Mrs. Marcia Vinci
Wrightsville Primary School	GLRS Director
P. O. Box 275	
Wrightsville, GA 31096	Ms. Marilyn Craft
(912) 864-3246	Child Serve
East Georgia Center, GLRS	Ms. Joan Basile-Jackson
3108 Lake Forest Drive	GLRS Director
Augusta, GA 30909	
(404) 736-0760	Mrs. Margaret Hawkins
	Child Serve Director
Metro East Center, GLRS	Mr. Randall F. Dobbs
Robert Shaw Center	GLRS Director
385 Glendale Road	
Scottdale, GA 30079	Ms. Betsy Primm
(404)292-7272	Child Serve Director
Metro South Center, GLRS.	Mrs. Myrna Stenson
P. O. Drawer H	GLRS Director
Griffin, GA 30224	
(404) 227-0632	Mr. Harry Odham
	Child Serve Director
Metro West Center, GLRS	Mr. John Eckert
2268 Adams Drive, N. W.	GLRS Director
Atlanta, GA 30318	
(404) 352-2697	Ms. Linda Black
	Child Serve Director
Middle Georgia Center, GLRS	Mr. Victor Hobbs
Room 101	GLRS Director
Alexander IV School	
3769 Ridge Avenue	Mr. Warren Moncrief
Macon, GA 31204	Child Serve Director
(912) 474-1513	

GLRS/CHILD SERVE STATEWIDE NETWORK (CONT'D)

North Georgia Center, GLRS	Mr. Jerry Cleveland
P. O. Box 546	GLRS Director
Cleveland, GA 31528	
(404) 865-2043	Mr. Philip Wright
	Child Serve Director
North Central Georgia, GLRS	Mr. James Knox Carson
Route 3, Box 232-A	GLRS Director
Highway 5 South	
Ellijay, GA 30540	Ms. Frances Hensley
(404) 635-5391	Child Serve Director
Northeast Georgia Center, GLRS . . .	Mrs. Gloria Frankum
375 Winter Drive	GLRS Director
Winterville, GA 30683	
(404) 742-8292	Ms. Luann Purcell
	Child Serve Director
Northwest Georgia Center, GLRS . . .	Mr. Joe Pullen
115 West Washington Street	GLRS Director
Summerville, GA 30747	
(404) 857-5421	Mr. Don Kinder
	Child Serve Director
South Central, GLRS.	Ms. Rose Ann Knowlton
1492 Bailey Street	GLRS Director
Waycross, GA 31501	
(912) 285-6191	Ms. Nancy Gregory
	Child Serve Director
South Georgia Center, GLRS	Mrs. Cuba McKay
Route 10, Box 155	GLRS Director
Valdosta, GA 31601	
(912) 247-3514	Mrs. Lynn Taylor
	Child Serve Director
Southeast Georgia Center, GLRS . . .	Mrs. Faye Waugh
801 Washington Street	GLRS Director
Vidalia, GA 30474	
(912) 432-9151	Ms. Patricia Lynch
	Child Serve Director
Southwest Georgia Center, GLRS . . .	Mr. Larry Aultman
P. O. 1470	GLRS Director
400 S. Monroe Street	
Albany, GA 31703	Mr. Jim Whiting
(912) 432-9151	Child Serve Director

GLRS/CHILD SERVE STATEWIDE NETWORK (CONT'D)

West Central Georgia Center, GLRS . . Post Office Box 4569 Whitesburg, GA 30185 (404)832-0506	Ms. Mary Yeomans GLRS Director Mr. Richard Roberson Child Serve Director
West Georgia Center, GLRS . . . . . . 1532 Fifth Avenue Columbus, GA 31901 (404) 324-5661	Ms. Margie Oliver GLRS Director Mrs. Cathy Webb Child Serve Director

CONTENT OBJECTIVES

FIELD 16: SPECIAL EDUCATION
(PROFESSIONAL KNOWLEDGE)

POPULATION IDENTIFICATION

Identify the characteristics of the Learning Disabled. (18, pp. 365-375; 10; 4; 8)

Anayze the relationship between environmental factors and educational progress.

Identify the characteristics of the Emotionally Disturbed. (18, pp. 321-338; 4,; 8)

Analyze the similarities and differences among the three types of Mentally Retarded (educable; trainable; profound). (5, pp. 10-12; 18, pp. 119-124; 4; 8)

Identify the characteristics of the Speech Handicapped. (4; 8; 18, pp. 277-308; 10, pp. 225-226)

Identify the characteristics of the Hearing Handicapped. (18, pp. 231-250; 4; 8)

Identify the characteristics of the Visually Handicapped. (4; 18, pp. 181-199; 10, pp. 284, 315-316)

Identify the characteristics of the Multiply Handicapped. (4; 18, pp. 413-452; 8)

Recognize appropriate expected percentages of different types of exceptionality. (4; 18, pp. 50-55)

Be familiar with pre-, post-, and perinatal complications. (18; 29)

General References

9, pp. 63-71; 7, Module 12

ASSESSMENT

Identify due process procedures required by law in the identification, referral, evaluation, and placement of students with special needs.
(18, pp. 15-23; 8, pp. 3-12; 13, pp. 15-30; 24 Chapter 10)

Know several methods of systematic observation used to assess academic achievement and social behavior.
(1, pp. 86-118)

Define and compare intelligence, achievement, and adaptive behavior tests.
(30)

Explain the purpose of screening tests.
(30)

Distinguish between group tests and individual tests.
(30)

Demonstrate an understanding of the variety of derived scores (i.e., percentile, grade equivalent, age equivalent, quotient).
(18; pp. 40-50; 29)

Be able to emply behavior rating scales to assess behavior (e.g., AAMD, Mykelbust).
(18, pp. 40-50; 29)

Demonstrate an understanding of raw scores.
(30).

Define the term validity as it relates to tests, and analyze emotional, cultural, and environmental factors which limit its usefulness.
(30)

Define the term reliability as it applies to tests, and explain how it affects the interpretation of test results.
(1, pp. 86-118; 30)

Explain the dangers of choosing a test solely on the basis of its headings.
(30)

Identify the factors involved in choosing between formal and informal tests.
(30)

Identify by name sources information about tests, including textbooks, professional journals, and technical manuals.
(30)

Given a test name, indicate the level of training or expertise necessary for its administration and interpretation, and analyze the reasons for requiring these qualifications.
(30)

Identify and compare several language and speech tests.
(30)

Demonstrate an understanding of the feasibility factor (e.g., cost, time, space considerations) in choosing an appropriate test.
(30)

Compare criterion-referenced and norm-referenced tests.
(30)

General References
(7, Module 4)

NORMAL DEVELOPMENT

Be able to determine whether or not the student recognizes a sound.

Assess the student's ability to respond verbally to auditory stimuli in the classroom and in daily living.

Be able to assess a child's sequencing skills and compare these with those of a normal child.

Identify several activities for evaluation auditory discrimination.

Assess the student's ability to identify and attach meaning to visual stimuli in the environment.

Identify several activities for assessing visual discrimination.

Analyze those variables which inhibit or facilitate attention to auditory stimuli in classroom instruction and daily living.

Identify symptoms which could result from the inability to analyze and synthestize stimuli students with problems of analysis and synthesis.

Recognize behaviors which indicate that a student's auditory acuity should be checked by an expert (e.g., watching lips, repeatedly asking for directions, increasing number of responses when sitting close to speaker, etc.)

Understand that students receive and attach personal meaning to auditory information/ stimuli which may be different from the intended meaning.

Analyze those variables which inhibit or facilitate attention to visual stimuli.

Understand that students may attach a personal meaning to visual information which is different from the intended meaning.

List several activities for teaching tactile discrimination.

Define visual acuity.

Know the educational implications of the cognitive developmental stages, e.g., Piaget, Bruner, etc.

General References
(4, Chapter 2: 24, Chapter 3)

DIAGNOSIS

Identify academic achievement levels.

Understand how to assess, define, and apply knowledge of a student's general intellectual level.

Be able to measure a student's rate of learning on a specific task.

Analyze discrepancies to performance for diagnostic purposes.

Identify significant discrepancies between comprehension and expression.

Recognize verbal and non-verbal modes of communication.

Identify processes designed to measure retention of learning, i.e., short term, long term, incidental.

Explain the possible implications of intra-individual discrepancies in diagnostic findings.

Explain the possible implications of inter-individual discrepancies in diagnostic findings.

General References
(1; 8; 18; 30)

ADMINISTRATIVE ALTERNATIVES

Demonstrate an understanding of the concept of the Resource room.

Given information about a child (i.e., age, grade, test results, home situation), indicate and explain the type of special class placement needed (e.g., fulltime, 1/2 time, 1/4 time, other).

Demonstrate an understanding of the conditions which indicate that a preschool or school-age child should be placed in a regular class, with consultation services available to the teacher.

Demonstrate an understanding of the conditions which indicate that a preschool or school-age child should be placed in a regular class.

Demonstrate an understanding of the conditions which indicate that an adolescent or adult should be placed in a program of vocational training.

Demonstrate an understanding of the conditions which indicate the placement of a preschool or school-age child in a fulltime instruction.

Demonstrate an understanding of the conditions which indicate the placement of a preschool or school-age child in a special school.

Compare group, individual, and family counseling. (22, pp. 129-173; 6, pp. 67-89)

Demonstrate an understanding of the function of the community-based sheltered workshop.

Demonstrate an understanding of the function of the institution-based sheltered workshop.

General References
(6; 8; 18, Pp. 55-65; 22)

TASK ANALYSIS

Relate a task to the capabilities and entering skills of a student.

Be able to specify the skills that are necessary prerequistes for learning a task.

Be able to establish criteria for skill mastery.

Be able to analyze a task into its component parts according to their levels of difficulty.

General References
(3, Chapter 3; 15, Chapter 13, 14, 17; 1, pp. 253-255)

TEACHING STRATEGIES

Be able to provide individual instruction, according to student needs, space, staff, resources, and time.

Be able to create a learning environment which can be adapted to a variety of purposes and activities to meet individual needs.

Analyze individual learning styles and provide effective group instruction according to the identified style.

Know whether to present a task or an item of information in its entirety or broken down into its component parts, according to the nature of the task and the learning patterns of the student.

Know how to set up and maintain a safe learning environment.

Understand the imporatance of the use of routine when teaching students.

Understand the ways in which a learning environment can motivate students to learn.

Identify teaching strategies designed to move a learner from dependence to independence, (e.g., demonstration, assistance, verbal instruction).

General References

(7, Module 5; 7, Module 20; 7, Module 14)

Know when it is important to continue to teach tasks beyond the point at which the student exhibits mastery, in order to ensure retention.

Describe methods for altering the presentation of tasks to match the student's rate of learning.

Know the effects that an attractive learning environment has upon teachers and students.

Explain how the stressing of relationships can facilitate transfer of learning.

Know how to apply the principles of behavioral analysis to the classroos instruction.
(17, pp. 80-107)

Be able to apply the principles of contingency management in the classroom.
(17, pp. 80-107; 6; pp. 98-107; 22, pp. 242-247)

List the elements of classroom design that ensure ease of observation.

Know the value of a given stimulus, how to regulate it and why it is necessary to do so.
(17, pp. 80-107)

Analyze the factors involved in deciding whether to use massed or distributed practice in a certain situation.

Understand that the primary function of a learning environment is to stimulate personal and academic development.
(17, pp. 80-107)

Know how to make a learning environment comfortable

Be able to analyze those educational situations in which rote learning is necessary to assure efficient and effective learning.

Given a response pattern to a learning goal, identify alternate response patterns to the same goal.

Identify examples of inductive and deductive teaching techniques.

Describe the methodology of backward chaining and know situations to which it should be applied.
(1, pp. 251-255)

Given a description of a teaching technique, indicate to which of the following categories it belongs: (1) confirmation, (2) prompting, (3) study-test.

General References
(27, Chapter 12;
4; 12, Chapter 7;
2; 11; 7, Module 2;
21)

Be able to analyze and effect change in the learning environment (i.e., auditory invormation, visual information, prompts) which influence selective attention.

When teaching a student to interpret information, determine the level of comprehension (e.g., literal, inferred, analytical, critical) that matches the student's abilities and the material being taught.

Be able to analyze and effect change in the rate, level, and sequence at which new concepts are acquired.

Be able to teach students how to identify relevant and essential concepts inherent in a variety of objects, situations, or ideas and to develop generalizations.
(1, pp. 271-298)

Understand those variables which influence the storage (quality, clarity, and cues), rehearsal (once assimilated) and retrieval (recall, association) of information.

Be able to transfer theoretical knowledge of learning theory to applied teaching situations.
(1)

Be able to assess and identify techniques to improve the quality of observational learning.

General References

(24, Chapter 5; 7, Module 16)

Understand that the reinforcing value of secondary reinforcers is learned through association with known reinforcers (either primary or secondary reinforcers).
(1, pp. 171-187)

Understand the effect that different schedules of reinforcement have upon the quality and quantity of information learned, and be able to apply this knowledge to facilitate learning.
(1, pp. 194-200)

List criteria that influence the setting of priorities when selecting behavior modification procedures.
(1. pp. 35-54

Understand the conditions under which consequent events function as primary reinforcers and know the limitations of their use in an educational setting.
(1, pp. 35-54)

Know the conditions that influence transfer (intertask similarity, degree of first-task learning, and specific instructions to transfer) and be able to inhibit or strengthen the tendency to transfer according to whether the transfer has a positive or negative effect upon learning.
(1, pp. 274-275)

Understand effects of punishment techniques used as a means of behavior change (e.g., aversive shock, physical restraint, conditioned aversive presentation).
(1, pp. 205-237)

Define the dimensions of a dis crimination task (i.e., distinctive, irrelevant, dismensionality),
(1, pp. 238-251)

INSTRUCTIONAL MATERIALS

Given the learning characteristics of special needs students, select and evaluate workbook materials.

Given the learning characteristics of special needs students, select and evaluate appropriate textbook materials.

Demonstrate an understanding of the construction and use of games and puzzles as instructional materials.

Given instructional material indicate the instructional level for which it is best suited.

Evaluate instructional material in terms of its relevance to various types of special needs students.

Demonstrate an understanding of the construction and use of tapes as instructional materials.

Given the learning characteristics of special needs students, select and evaluate a kit.

Identify and know how to operate equipment which can be used as or with instructional materials.

Demonstrate an understanding of the construction and use of flashcards.

Demonstrate an understanding of the construction and use of charts.

List some of the criteria which can be used to determine the quality of instructional material.

Demonstrate an understanding of records as instructional materials.

Demonstrate an understanding of utility as a criterion for the selection of materials.

Demonstrate an understanding of filmstrips as instructional materials.

Demonstrate an understanding of price as a criterion for material selection.

Given instructional material, analyze its durability.

Demonstrate an understanding of films as instructional materials.

Demonstrate an understanding of availability as a criterion for material selection.

Demonstrate an understanding of ease of storage as a criterion for material selection.

General Reference
(19; 20; 26; 7;
Modules 2, 14, 13, 25, 28)

BASIC KNOWLEDGE

Identify basic reading skills (ie., word recognition, decoding, structural analysis, oral reading, word study skills, comprehension, sight vocabulary, context cuing, silent reading) and indicate teaching strategies appropriate for the development of each skill.

Given the necessary data, design an individual education program and explain its relationship to regular education.

Identify the various Math operations and indicate teaching strategies appropriate to the development of each.

Identify Math readiness skills and indicate teaching strategies appropriate to the development of each.

Explain ways of developing social skills, i. e. (1) accepting authority, (2) cooperation, (3) good peer relations.
(23, pp. 194-205)

Understand the relationship between reading and prereading skills, i.e., (1) observation, (2) listening, (3) talking, (4) following instructions; (5) sequencing ideas orally, (6) adequate eye movements, and (7) left-right orientation, and indicate teaching strategies appropriate for the development of each skill.

Identify effective teaching strategies for developing the ability to use Math skills in problem solving.
(29, pp. 25-229)

Identify teaching strategies appropriate to the development of the following language skills: (1) comprehension, (2) interpretation, (3) application, (4) self-expression (i.e., fluency, articulation).
(29, pp. 25-229)

Identify the components of language (ie., sounds, words, phrases, sentences).
(29, pp. 25-229)

Differentiate between professionally ethical and unethical behavior.

Demonstrate an understanding of the following learning processes as they relate to language learning: (1) discrimination, (2) recognition, (3) imitations.

Describe teaching strategies for the development of an effective spelling program for a given population of students.

Demonstrate an understanding of the philosophy of Special Education that has led to the passage of Public Law 94-142 (effective 9/78).
(13, pp. 15-31)

BASIC KNOWLEDGE (CONT'D)

Demonstrate an understanding of local, state, and federal laws, regulations, and guidelines that apply to special education. (8)

Identify teaching strategies appropriate to the development of number concepts.

Identify teaching strategies appropriate for the development of the following aspects of responsibility; (1) self-concept, (2) decision-making, (3) autonomy, (4) moral behavior.

Identify teaching strategies appropriate for the development of auditory skills, i.e., (1) the recognition of gross sounds, (2) the recognition of the rhythm patterns, (3) the recognition of vowel sounds, (4) the recognition of consonant sounds, (5) speech in noisy situations.

Identify the various purposes of reading (e.g., for protection, for information, for enjoyment) and indicate the level of reading skill necessary for each.

Identify teaching strategies appropriate for developing the ability to measure time and space accurately.

Demonstrate an understanding of the relationship between language usage and Math instruction.

Identify professional publications of interest to Special Educators.

Identify professional organizations of interest to Special Educators.

Know the major developments in the history of Special Education.

Define the following terms: (1) phonology, (2) morphology, (3) syntax, and (4) semantics (both connotative and denotative).

General References
(16, pp. 145-160; 22, pp. 331-336; 21)

ANCILLARY SERVICES

Know when to refer a student to a consultant (e.g., psychologist, physical therapist, hearing/vision therapist), and why close contact between the base school and the ancillary service is important.

Know the variety of community resources (e.g., information sources, advocacy groups, group homes) that can benefit students both before and after they have been graduated from school.

Understand how in-service training to regular staff in the principles and methods of special education can benefit the school as a whole.

Understand how in-service training for special education staff in the principles and methods of regular education can benefit the schools as a whole.

General References
(8; 13)

INTERPERSONAL COMMUNICATIONS

Demonstrate an understanding of the fact that one can and should respond to feelings as well as words.

Identify attentional skills that are especially necessary when dealing with Special Needs students.

Know how a teacher can modify her/his feedback in response to the specific needs of the student.

Know why it is advisable to give feedback regarding only those things the receiver can do something about.

Recognize the appropriate use of immediate and delayed feedback.

Given a response a teacher might typically make in a classroom, evaluate it in terms of clarity of expression.

Know why it may be advisable to check one's perceptions with another person before giving feedback.

Given a typical classroom response, paraphrase it as simply and explicitly as possible.

Compare descriptive and evaluative feedback.

General References
(7, Module 3; 7, Module 1; 14, Chapter 5, 6, and 7)

REPORTING OF THE TEST RESULTS

When you receive your test results from National Evaluation Systems, Inc., a scaled score derived from the number of items you responded to correctly for the TOTAL TEST will be reported. A score of 70 or better is passing. In addition, there will be five scaled scores representing the number of items you correctly responded to for each subarea of the TCT: Professional Knowledge.

The broad subarea scores and the respective objective groupings of the TCT: Professional Knowledge are as follows:

I. Population Identification, Assessment, and Diagnosis

Population Identification
Assessment
Diagnosis

II. Normal Development and Learning Theory

Normal Development
Learning Theory

III. Instructional Strategies

Task Analysis
Teaching Strategies
Interpersonal Communication

IV. Instructional Materials

Instructional Materials

V. Special Education Programs

Administrative Alternatives
Basic Knowledge
Ancillary Services